

Art 8 Syllabus

Greer Middle School 2023-24
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Course Description:

This course is designed to introduce students to art. Students will learn about the elements and principles of art and how to apply them to their projects throughout the semester. Students will learn how to manipulate a range of materials using various techniques learned throughout the course. Students will also learn how to analyze and critique famous works of art, as well as their fellow classmate's work. At the end of the semester they will put together a portfolio of their work.

Learning Objectives for the Course:

Art classes within the middle grades expand on the elementary foundation in understanding and skills in the visual arts, design and digital media. Through the Middle School Visual Arts Curriculum students:

- Increase sophisticated creative strategies, skills, and habits of mind through expressive artistic practices.
- Apply design literacy to a wide variety of traditional and new media.
- Acquire increasing complex procedural knowledge, skill and craftsmanship in art making while exploring an expanded range of media.
- Develop more sophisticated aesthetic judgment that supports the making and understanding of rich meaning in art.
- Explore a wide range of solutions about the meaning and purpose of visual art.
- Form a broader knowledge and understanding of rich and diverse historical and cultural heritage through art.

This class is designed to be aligned with the South Carolina Visual Art Standards. By the end of the semester, students will have completed assignments that showcase each of the Visual Arts standards below.

Create

VA. CR 1: I can use the elements and principles of art.

VA. CR 2: I can use different materials.

Presentation

VA.CR 3: I can improve and complete artistic work using the elements and principles.

VA. CR 4: I can organize work for presentation and documentation to reflect specific content, ideas, skills, and media.

Respond

VA. CR 5: I can interpret and evaluate the meaning of an artwork.

Connect

VA. CR 6: I can identify and examine the role of visual arts throughout history and world cultures.

VA. CR 7: I can relate visual arts ideas to other arts disciplines.

Course Outline/Pacing/Scope and Sequence:

Grade 8 Visual Art Middle Level Curriculum Map

 Critical Thinking Collaboration Creativity Communication Citizenship	Unit 1 21st Century Art and Design Studio: Artist as Thinker* Suggested Pacing: 10 days* For this beginning unit the students will learn about studio art and design foundational expectations. They will be expected to act as 21st Century learners by weaving their developing skills into sketchbooks, critiques, critical thinking, problem solving, projects, artwork and tasks throughout their years at middle school and beyond. *Ongoing throughout the year
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Unit 2

The World Around Us: Artists as Observer

Suggested Pacing: 30 days

Artists represent the world around them and choose to show people, places, objects, and the environment in unique and interesting ways. Art can be used to observe, describe, and imitate the natural world and built environment. Natural and man made shapes are observed, drawn, measured, and used to create artwork. In this unit students become artists through drawing skills, observational skills and compositional skills. This unit will also incorporate visual literacy, elements of art, and will introduce the students to multiple ways of looking at and talking about art.



Unit 3

Visual and Design Literacy: Artist as Communicator

Suggested Pacing: 35 days

Visual and Design literacy is the ability to interpret, negotiate, and make meaning from information presented in an image. According to DeWayne Edwards, footwear designer and artist, the difference between Art and Design is that artists solve their own problems and designers solve problems for clients. In this unit the students will apply the principles of design to **their own artwork** to enhance and communicate ideas to an audience. They will work through the creative process to make decisions, challenge their skill levels, predict expected outcomes, and consider the impact of their audience.

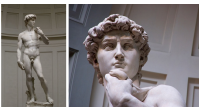


Unit 4

Design Challenge: Artists as Problem Solver

Suggested Pacing: 20 days

Designers solve problems for their clients. In this unit the students will participate in a design challenge for a **prospective client**. They will apply their knowledge of Art elements and principles of design to produce an art product in either 2D or 3D for a hypothetical client. They will also learn to think like a designer. Thinking like a designer helps students organize and develop art products. It allows students to train as designers and to use creative tools to address a vast range of challenges.

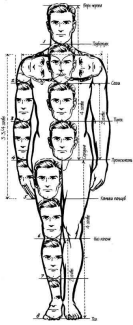
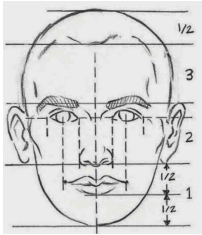
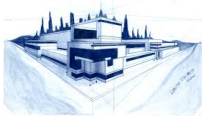


Unit 5

Form Follows Function: Artist as Builder

Suggested Pacing: 35 days

In 3 Dimensional work an artist must consider all angles, views and sides of a piece of artwork. This sculptural thinking requires attention to the entire space as a form and not merely a shape. From relief to sculpture to building a model in this unit students explore the use of form in various techniques, media and applications. Students will Explore sculpture and 3 Dimensional design by examining the distinct ways artists have explored three-dimensional form throughout art history.



Unit 6

Perspective and Proportion: Artists as Mathematician

Suggested Pacing: 35 days

When thinking about arts and mathematics, people frequently view them as two separate domains. For a long time in education, mathematics was treated as a cognitive, thinking, rational, left-brain activity, while art was considered to be an affective, feeling, right- brain activity. In truth, math and the arts share some inherent qualities that make them capable not only of integration, but of interdependence. In this unit the students will become exposed to and proficient in proportion, drawing with depth, measurement, perspective, point and line.



Unit 7

Community and Careers: Artist as a Member of the Community*

Suggested Pacing: 10 days

Throughout history, art has been used as an accessible tool for communication, raising awareness about social issues and affecting positive change. Art mirrors the aesthetic standard of the day and also provides a window into the historical context of the time. In this unit students will demonstrate an understanding of the impact visual artists have in many areas of daily life and our community. They will use a variety of visual media and will explore visual art careers, artists in the local community, and hone their skills by interpreting, and analyzing the works and voices of artists around the world.

*Denotes can be out of order



Unit 8

Portfolio and Presentation: Artist as Artist

Suggested Pacing: 5 days

The ability to be self-critical ensures the continued growth of any artist or designer, particularly beyond the confines of academia. Students must be able to critically evaluate their own work for success, failure, and areas for improvement. Self-critique should become an integral part of the creative process. In this unit the students will create portfolios (possibly digital) throughout the year reflecting on all work completed. If students create a 3-D artwork, a digital image can be taken and added to the portfolio. This portfolio will be a visual diary of progress made throughout a semester or year. Students will participate in an art show where they will learn to prepare their work for hanging and presentation.

Materials needed:

- 1 sketchbook or 3 prong folder with copy paper
- 1-pink pearl eraser
- 1-12ct colored pencils
- 1-Watercolor paint set (at least 8 color basic set)
- 1- Fine tip Sharpie Marker
- 1- Ultra Fine tip Sharpie Marker

**Please let me know if you are unable to get these supplies.

Classroom Expectations:

Academic instruction is the primary function of Greer Middle School. In order for students to live up to their academic potential, all students are expected to:

- Follow Capturing Kids Hearts protocol by adhering to the Social Contract
- Respect the rights, opinions, and property of all other persons
- Display good manners with every individual in school
- Treat others as one would like to be treated

- Maintain a respectful attitude toward all people
- attend school each day
- bring the proper materials to class
- actively engage in the learning process
- Follow all classroom rules and procedures for safety and cleanliness
- Follow all Covid-19 rules and regulations such as maintaining 6ft of social distance when possible and wearing masks.

Grading Policy/Practices:

- Minor grades - at least 8 per quarter and minor grades count for 50% of grade.
- Major grades - at least 3 per quarter and major grades count for 50% of grade.

Late Work Procedures:

In order to receive full credit for make-up work, all work must be submitted within five days, immediately following the absence. In cases of prolonged illness beyond five days, special consideration will be given. It is the responsibility of the students, not the teachers, to arrange for make-up work. Work assigned before the absence or field trip will be due the day the student returns. Tests assigned before the absence will be taken on the scheduled test date or date arranged with the teacher. If a student misses a test or quiz while absent, on the first day back, arrangements should be made with the teacher to make up the assessment within five days. In general, work is to be made up before or after school in order not to miss more class time. Students are encouraged to check teacher websites, Google Classroom, and Google Calendars for assignments during any absence.

Greer Middle Redo/Retake Policy:

Greer Middle School is implementing a Redo/Retake Plan as a strategy to help ensure the mastery of content for our students and encourage our students to have a growth mindset regarding their academic work. Mastery is considered 80 percent or higher. Our guidelines for a redo/retake plan have been designed with input from teachers, administrators, parents, and students to ensure consistent implementation school-wide.

When are students allowed to redo/retake?

Only assignments that are categorized as major grades in the gradebook are available for redo/retake.

Redo/Retake Information

- The student, parent, and teacher must sign Redo/Retake Request Form
- The student must submit the Redo/Retake Request Form within three (3) school days of the grades being posted in Backpack.

- The higher of the two grades will be recorded in the Gradebook.
- Redo/Retake assessments will cover the same standards, but the format and questions will be determined by the teacher. Alternative assignments may be required at the teacher's discretion.

Redo/Retake Steps

- The student must complete and submit the Redo/Retake Request Form (found under Student tab on Greer Middle Website) within three (3) school days of the grades being posted in Backpack.
- Students must complete the Relearning Tasks assigned by their teacher on the Redo/Retake Request Form by the deadline given by the teacher.
- If a student will be retaking a test, they must take it at the pre-arranged date/time; if a student will be redoing an assignment that is not a test, they must turn it in by the redo deadline.
- If students miss the deadline and/or pre-arranged date/time, the redo/retake will not be allowed. If there are extenuating circumstances, contact the grade-level administrator.

Retake Request Form:

<https://drive.google.com/file/d/1WryDjDnXxWv9kUwcU06qQwQucMKenvZi/view>